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Smile... Spring is here!



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halcyon

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As we prepared this edition for the printer I found a few months to consider the reception that met our first edition.

The staff has received letters—almost all complementary—from Harper students, faculty, administrators, and other college editors. In fact, one college wrote for specifications, saying that they wished to imitate our publication on their campus. Harper College has scored again.

We were overjoyed and felt, as we still feel, that we have something of a success on our hands. (Well, at least our existence has been acknowledged!) The response told us that we are well on our way to fulfilling the goals and the responsibilities that we outlined for ourselves.

The edition that you are about to encounter is another step toward that fulfillment. We have again attempted to highlight and analyze some of the major areas of student interest and concern. The cover article is a look, from many angles, at the drug problem already in evidence on this campus. As a follow-up to "The Great Harper College Myth" we have searched out and described some of the innovative programs now in use at our college. Bob Yadon's commentary "No Where U.S.A." continues; and Mike Copland offers his evaluation of the proposed faculty evaluation plan.

Additional articles include Lynette Berry's sports coverage; a view of Harper's unique art studios and the people that inhabit them; a look into Harper's nursing program; and Kent Anderson's comments on a few student clubs.

Once again, I wish to thank you, our readers, for your support, and remind you that we do want and need your comments.

Editor



The Reality and the Response

Within the Harper handbook you will find a section regarding the conduct of students. One of the provisions within that section deals with drugs. It states, "the possession, sale, use, or distribution of any narcotic drug, marijuana or other addictive or hallucinogenic, except as permitted by law is prohibited." Such a clause is typical and appears in almost every college catalog.

Yet in recent years the student drug codes at colleges, throughout the country have become established as the most controversial and abused codes in existence.

What exactly is the drug scene at Harper? Where?, What?, Who?, and How much? These are questions that are being asked over and over again by those in the community. Fortunately there are enough concerned faculty and students who have done more than just ask the meaningless question, "What's happening"? These concerned faculty and students have done research and initiated programs on drugs, both on and off campus.

Early in November of 1969, Thomas A. Herzog, now a graduate of Harper distributed 466 questionnaires, among students in the Introduction to Psychology classes. The questionnaire concerned drug usage by Harper students. The group

sampled by Herzog's survey represented nine percent of the total enrollment of the 5,222 students attending Harper. His questionnaire was divided into three main categories.

The first was general and dealt with age, economic class, and family background. The second dealt with whether or not a student had ever had the opportunity and did indulge in the use, or abuse of illicit drugs. The third section was a general question for all, in regard to the legalization of marijuana.

Some of the interesting results from the survey were as follows: of the total sampling answering the questionnaire over 50 percent of the males have had the opportunity to use drugs, while females reported less than 50 percent.

Of those who've had the chance to take drugs, 75 percent of the males, and 58 percent of the females, have done so.

The questionnaire was divided almost equally between male and female students. Yet differences between the sexes were rather significant. Male students remarked more frequently that they had and would use drugs. A reason for this may be that traditionally, the male has always been more willing than the female to experiment with the unknown. Yet "guts" in itself does not

necessarily account for the males' greater use of drugs. The simple fact that the male's life is often complicated with uncertainties dealing with the Service and a career may, in part, account for this. In an attempt to relieve this stress the male student will turn to drugs for temporary relief.

Michael Ostrowski, a Psychology Professor at Harper, guided Tom Herzog in the preparation of his survey. Ostrowski said, "Tom's survey was the best I have ever read by a Harper student . . . it would be worthy of a graduate paper at most four-year colleges or universities."

A scientific survey, such as that taken by Herzog, is proof of the existing problem of drug usage and traffic both on and around the Harper campus.

The amount of drug traffic that goes on at our college, is, for the most part, limited. To a great extent this is true because no one lives on campus and close ties between students are kept at a minimum.

At a four-year college where students live on campus a more interpersonal relationship between students exists. Also, at a four-year college no one really has to worry about going home to mom, dad, and apple pie, after they have finished classes. Why in the world should a Harper student who has clas-

by O. Keith Wanke



ses at ten, twelve and two, "trip out" at three, when he's expected home for dinner by his parents at five. There's just no sense in a rush trip like that.

At a university few worry about fellow students informing on them, again because of the close ties. For this reason, drugs and especially narcotics flow freely. At a college such as Harper, drugs are mostly kept within a close circle of friends and very few are willing to let information on their drug source go any further than a close friend. Each has the fear (in the back of his mind) of being busted. Yet a student who wants to try drugs will find no difficulty in locating a group of close friends that will oblige his wants.

As on any campus you always have your "friendly pusher" who will sell you any kind of stimulant, depressant, or hallucinogenic drug for a price. Harper is no exception to this. However, the pushers that we have are upstanding, local students. The outsider would not be accepted by the students for various reasons, all of which regard safety.

As it is now, drug traffic is much more extensive off campus than it is on the campus. Where exactly do students obtain the different types of drugs they use and how do they go about selecting their quality and quantity? Most students realize that people who sell drugs are doing so because of the money they can make in such illegal sales. Those who buy narcotics and other drugs for resale usually buy the low grade stuff because it is cheaper and then cut the stuff once themselves before they sell it to others. By cutting it they can get more volume of the drug and make a bigger profit. Many of the students (that I have) talked to were wary about buying drugs, especially "pot" and LSD from unknown sources because of the often impure make-up of these drugs. A few lucky kids are able to obtain some narcotics, mostly marijuana, from GI friends who return, with the drugs, from Viet Nam. The "pot" that the returning vets bring back is good, strong, uncut marijuana and little of it is needed to produce the required hallucinogenic effect on the user. Still other students grow marijuana in their own homes and backyards. Such home grown "pot" usually proves to be very weak.

The majority of students are frightened when they experiment with drugs about which they are uncertain. For this reason students prefer obtaining drugs from friends or reliable contacts. No one relishes

a bad trip caused from impure drugs. Because of this, a great many students first come into contact with drugs at parties where other friends are engaged in the use of narcotics or hallucinogenics.

Many of the faculty and members of the community believe the drug traffic on and off campus does constitute a problem and a serious one indeed. In fact, law enforcement agencies in the areas point out that the use of drugs in our suburbs is so prevalent that it is now impossible to stop completely.

The question may be asked, when can drug-use be classified as a problem? From a legal point of view it is always a problem in any way, shape, or form for the simple fact that it is illegal. Yet, from a practical point of view drugs become a problem when they are abused by the user.

Drugs become a problem when the student starts to lose interest in friends and family. They become a problem when the student would rather "trip" than study for the test that he is having the next day. When this happens, the student's academic standing takes a sharp drop. Things that once were important to the student no longer remain important to him in his drugged state, he has gone a little "spacey."

Many of the students and faculty (interviewed) did not believe marijuana to be a dangerous drug. A greater number believed marijuana to be a safe drug which leads to dangerous drugs.





Possible Pusher's Paradise

The influx of narcotics has been so rapid of late that a great many myths about hallucinogenics have been created. A lot of the things students and people in the community know about drugs is only heresy and unfounded gabble.

In an attempt to do away with these myths, Tom Anderson, head of the law enforcement program at Harper, helped to organize a drug seminar. Unlike most of the drug seminars in the past, law enforcement agents or users of drugs were not the prominent speakers in the drug course. The law enforcement agent must always take the side against drugs, regardless of his personal opinion for the simple fact that the use or possession of drugs is against state and federal laws. Likewise if speakers who use and approve of drugs had been chosen, they too would be biased in their opinion of drugs. Hence presentations by either of these two factions would not have accomplished the real purpose-informing people of the facts. For this reason, facts concerning the chemistry, psychological effects, and scientific research on



narcotics and hallucinogenics were presented by distinguished drug researchers and professors from other universities. Other such programs will be offered this Spring to students as well as members of the community.

Every week there is an increasing number of students at Harper who realize that for themselves drugs are not where it's at, but in no way can they stop. Many of these students have been caught up in the

confusion of not knowing where to go or how to get off the drugs that they were, at first, using only for kicks. The young men and women who want help are afraid of being turned-in when they try to find that help. Help for these students, however, is not that far away. College administrators such as Dr. James Harvey and Frank Borelli are concerned with these students and are willing to help with counseling whenever possible.



Faculty members such as Tom Anderson and Michael Ostrowski often counsel students and point out local organizations that have experienced professionals willing to handle such problems.

For the students that are serious about getting help or just want to talk things over, counselors, faculty, and administrators are there to give the help needed. These men and women understand a lot more than they are given credit for.

It is unlikely, but possible, that Harper will become the center for drug distribution in the Northwest Suburbs. This particular honor is now held by the local high schools.

Drugs as stimulants and depressants are here to stay and, if corrections of these abuses are to be made, education of the community concerning drugs must begin early, within the school system.

What makes a student who uses marijuana a few times so

different from the "adult" who takes a few alcoholic drinks to help him "get away from it all"? Both of them in their own way are searching for a part time release from reality and the rat race of books or career. Whether or not the drugs become a crutch depends on the maturity, and the emotional and psychological stability of the user. It all depends on you.

Filling A Need



by Chris Stanczak

Tucked away in the back of Building D is the headquarters of Harper's nursing program. It's hidden so well that if it weren't for the dental hygiene clinic, most students wouldn't know it existed.

Why a nursing program? There is a shortage of trained personnel in

this area, and through the registered and practical nursing programs, Harper College hopes to help fill this gap. St. Alexius, Holy Family, and Northwest Community Hospitals are most willing to cooperate with the college, since the hospitals hope that the graduates of these programs will

ultimately filter back to them. The program has been most successful and plans are under way to double the number of students admitted next year.

In the two year R.N. program, the future nurses learn basic nursing skills and direct patient care, and they gain practical experience at a number of hospitals and agencies. Field trips to nurseries and nursing homes are conducted to expand their exposure to different nursing situations. The student nurses lead a very strenuous life. They must spend as much time on campus as they do in practical work at the hospital. Not only that but they must make immediate application of what they have learned in lecture to the hospital situation.

This course does not lead into teaching or administrative positions but the nurses can always return to school for a degree in a specialized area of nursing.

The younger woman likes the idea of a two year program. It is not expensive and opens a quicker path to a nursing career. Harper seems especially designed for the older woman, who has always loved nursing, but could never spare the time away from family or home to pursue a nursing career.

Surprisingly enough, three men are in the R.N. program. Male nurses are becoming more and more popular especially in specialized care situations and in leadership. Military corpsmen can complete their education here as well.

The future R.N.'s spend parts of two days per week in hospital work for the first year, and parts of three days per week the second year. This seems to satisfy the criticism most three year R.N.'s have of the program—not enough time spent in actual hospital situation. However, women who have been graduated from the Harper program and have passed their state boards are doing a fine job in their profession. They wanted to be nurses, nursing needed them, and this, in the final analysis, is what it is all about.







be it the way
of an education to be
a nice few year's life scratch,
just a glancing touch of
personal effort, involvement,
or commitment,
the nice hello, sir, how
are you today's, the regulation,
yeah, o.k., see you tomorrow's,
and in between void, then
the neat long ride home,
yes, to begin all over
again tomorrow.
are such blinders helpful to a
decent education, is there
not quite a bit more entailed in
a caring responsibility...

Some time within the next year a plan for faculty evaluation (by their academic superiors) will be passed and adopted by the Board of Trustees, the administration, and the faculty themselves. The purpose of the plan will be to improve Harper as an educational institution.

The evaluation is intended to reward those individuals, who through their activities, teaching methods, and general attitudes have added to Harper as an educational institution. It is also intended, that through this evaluation poor curriculums, any weakness in teaching methods, and general inefficiency in attitudes will be brought to light. Hopefully, once any weakness is brought to the attention of the instructor, it will be improved. The implication is clear, though, that serious weaknesses will seriously affect an instructor's salary and, if not improved, will result in removal from the staff.

Not a very pleasant thought. Harper has been around now for three years and you're probably wondering what's been happening with the evaluation up to now. Well, here's the run down.

Several evaluations have been drawn up and one even made it to the Board. But the proposal failed. The faculty and the board could not come to

terms concerning grievance procedures. In other words what happens when the Faculty Senate say's that an instructor has a valid claim — that he or she was misjudged. Then the Board comes to the opposite conclusion saying that they have the evaluators' report and recommendation, and do not agree. And remember this is dollars, or even an entire career. What happens, who decides? Well, the faculty has claimed that all they could accept in a situation of this type would be outside arbitration, namely the recommendations from some national educational association as the final word in the case.

I really couldn't say whether or not the final decision of an outside arbitrator would be biased in the faculty member's favor. What is clear is that the final decisions in this particular area, all of which are extremely "touchy", would in effect be taken out of the Board's control. The Board is either afraid

of bias or afraid of becoming powerless as a final decision maker and the result is deadlock. That is where teacher evaluation at Harper stands now, and if the problem is going to be solved it is going to be at the expense of effectiveness in the evaluation.

Meanwhile, back at the Harper College Student Senate, a student form for teacher evaluation has been drawn up. The evaluation was formulated from various other university student evaluation plans. It is intended to give you, the student, a limited, but responsible, part in evaluating your instructors. The implementation goes like this: "The evaluation of instructors by students shall be given to the evaluating agents: Division Chairmen, department heads or whomever is so designated as such. The results of student evaluation shall not be entered into the record of the instructor unless he requests. But shall be used in the over-all evaluation, and interpreted. The instructors and the evaluating agents will discuss the results."

This isn't the entire proposal from the Student Senate. But it does give a fairly good idea of what has been proposed.

It seems absolutely ridiculous to talk about the chances for the passage of the student form when the problem that would stop it eventually, is the same one that has stopped the rest of the evaluation plan, namely grievance procedures. Let's look at one difficulty that would affect the student evaluation even before the problem of grievance procedures. The general feeling of the faculty favors the student evaluation with one

Faculty: the good the bad the missing

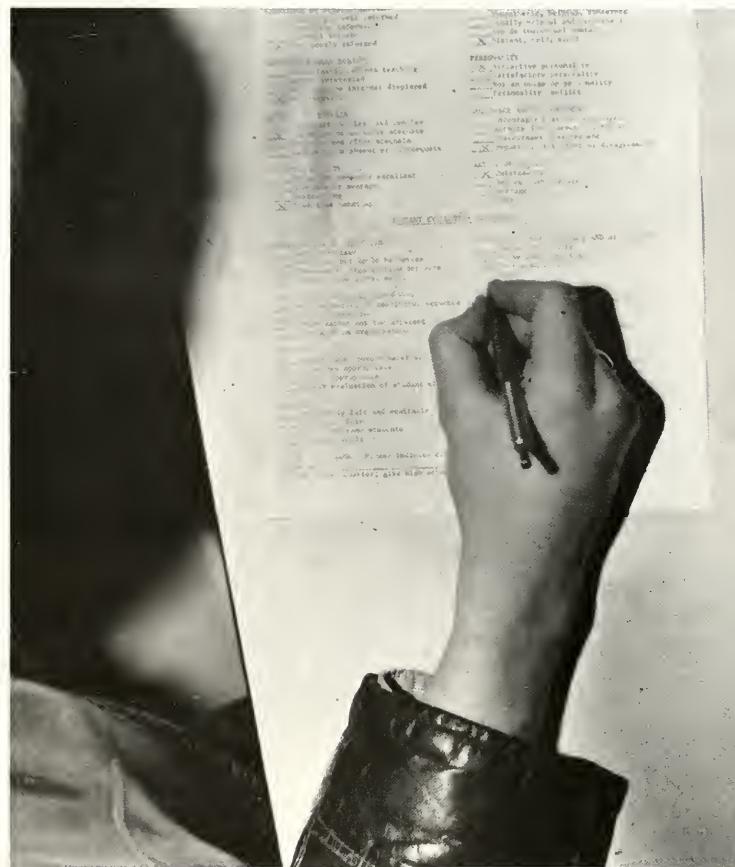
by Michael Copland

very important qualification. No mandatory evaluation to the evaluators. Evaluations yes, mandatory yes—but not beyond the hands of the individual teacher. This is of course a very general feeling and individual differences do exist, but the stumbling block is there. Our intentions of improvement, or what ever motivates us, seems to be either too much of a threat or is viewed as valueless. Not by all of course but majority rules.

The Student Senate has formulated the student evaluation on the premise that students can add objective information. The information is worthless, though if it isn't given any respect or any attention from the start. Perhaps, there are valid reasons for gagging our mouths in this area. Maybe the information would be valueless or, possibly, too time-consuming to interpret. Whatever the reasons the plan for effective student evaluation looks as though it will end up as a simple suggestion form.

The value of student evaluation is an article in itself. The arguments are long and often times boring. It is an important question though, and rather than reiterate a lot of well thought-out arguments, I thought it might be enlightening to ask a typical faculty member to answer a few questions in the related area of student evaluations. After all, it is more important to know that which is than that which might, idealistically, be possible.

See page 14 for interview.



THE WAY IT IS NOW—from student, to instructor, to wastebasket!



The following is a question to you as a student. Do we have the right to demand that a teacher be interested in our needs, and our own individual learning experience? You're damn right we do and that's not a speculation.

Our evaluations as students are intended to pressure improvement in poor instruction, boring classrooms, and hostile atmospheres. And they do exist here at Harper, as everywhere else. What will happen to student evaluation here at Harper? Well, the faculty will continue to protect their power position. The administration and Board will attempt gently to centralize authority, and a few students, about twenty-nine will continue to talk a little about evaluations and the student voice in general. An evaluation of questionable value will be adopted, but it will be our place to suggest and not to judge, not because we are unable, but because our foreboding, dangerous voices are another pin prick in the ever increasing threat building against faculty elitism. This is a complex problem, like all problems in interpersonal relations, but I hope the faculty will remember that this college was built for students. And as a bit of information for you, the students, a student evaluation isn't coming. We are not going to judge anything with effectiveness. Another flop in the struggle to participate in the learning process.

The following is a hypothetical interview with a non-existent person (Typical Faculty Member) about an existing issue. The answer is one of some speculation on my part, but I feel that they are far more than that. I would expect you, the student, to scrutinize this in relation to the problem as I have presented it on the preceding pages.

-Michael Copland

COPLAND: Are Students feelings important?

TYPICAL FACULTY MEMBER: Yes

COPLAND: Do students have feelings about classes and teacher?

TFM: Yes

COPLAND: Are these feelings related to how well the student does in a particular class?

TFM: Yes

COPLAND: Do you believe in improving a student's education?

TFM: Yes

COPLAND: Do you believe in the improvement of the college as an educational institution?

TFM: Yes

COPLAND: Are you willing to be somewhat experimental in looking for methods to better the learning experience?

TFM: Yes

COPLAND: Do you think communication is important?

TFM: Yes

COPLAND: Could you accept a mandatory student evaluation of your work as an incentive and for the information which would be given to the evaluators?

TFM: No

COPLAND: Do you feel that there is more to the teaching process than an extreme competence in a particular subject field?

TFM: Yes

COPLAND: Since the product of the educational institution is the student, in the long run, he or she would benefit from any educational improvements, wouldn't they?

TFM: Yes

COPLAND: The object of a college is, of course, to benefit the student, isn't it?

TFM: Yes

COPLAND: People should be encouraged to think for themselves, shouldn't they?

TFM: Yes

COPLAND: I'm a student and I try to think for myself, is it important for me to voice my opinions and ideas?

TFM: Yes

COPLAND: Do people like to have things they say ignored?

TFM: No

COPLAND: Are you as a teacher afraid of the impact, that student evaluations for the evaluator, would have on your job security and salary increase?

TFM: (NO COMMENT)

COPLAND: Do you think that such an evaluation by the students with faculty grievance procedures ending with the Board here at Harper would be a power and prestige loss for the faculty—

TFM: Yes

COPLAND: Does the faculty in general really not want any strong effective evaluation, but rather a weak plan with extensive grievance procedures which wouldn't lower job security or the faculty power position?

TFM: (NO COMMENT)





SPOTLIGHT

The spotlight has fallen on the State of Illinois Board of Higher Education, the group of wise men that govern all phases of higher education in the state. Their duties include analyzing all budget requests from colleges for state funds.

For many years these men have been performing these Titan tasks solely from an administration and faculty angle. Now with more than 400,000 students enrolled at over fifty tax supported colleges and universities the Board (in all their wisdom) has seen the need for, and established the means for student input in Illinois higher education.

The means, the **Ad-hoc** Student Advisory Committee, has been commissioned to advise the Board on pertinent issues facing higher education in Illinois. The mere existence of such a committee is indeed monumental, and if its recommendations are respected represents a giant step toward the improvement of the educational system.

The one draw-back is found in the phrase **ad-hoc**. The Committee's status is to be reviewed in the spring, at which time they will be disbanded or granted a permanent status as an advisory group to the Board.

SPOTLIGHT

There is no question as to the value of direct student input on so vital a board, so while the Board is in the spotlight HALCYON urges them to grant this committee the permanence it so urgently needs in order to function efficiently. (It is at present forced to limit itself in order to make a favorable impression on the Board.) HALCYON further urges that the Board continue in its wisdom by respecting the recommendations of this committee and by treating those recommendations as the product of responsible and concerned investigation.

Finally HALCYON urges all college students within earshot to forward any and all suggestions, opinions and recommendations to the Committee. Although the Committee cannot, at present, consider issues on the individual campus level, they can, need to, and wish to receive input from Illinois college students. Address all correspondence to: Richard Weinberger, Chairman Ad-hoc Student Advisory Committee State of Illinois Board of Higher Education, Suite 230, 666 N. Lake Shore Drive, Chicago, Illinois 60611

Harper College 1969-70 Cultural Arts Series

Sep 25 Oct 23 Oct 30 Nov 13 Nov 24 Dec 8

| | | | | | |
|--|--|---|--|--|--|
| 1:00 and 8:00 P.M. Eric Sevareid, Tom Semonite, and John Gutfreund, <i>Television and the American Dream</i> | 1:00 and 8:00 P.M. Eric Sevareid, Tom Semonite, and John Gutfreund, <i>Television and the American Dream</i> | 12:30 P.M. College Center Lounge Eric Sevareid, Tom Semonite, Walter B. Rane, Robert and Gail Gutfreund, <i>Television and the American Dream</i> | 1:00 and 8:00 P.M. Eric Sevareid, Tom Semonite, John Gutfreund, <i>Television and the American Dream</i> | 8:00 P.M. College Center Lounge Eric Sevareid, Tom Semonite, John Gutfreund, <i>Television and the American Dream</i> | 8:00 P.M. Lecture-Demo Center Eric Sevareid, Tom Semonite, and John Gutfreund, <i>Television and the American Dream</i> |
|--|--|---|--|--|--|

Dec 11

Jan 7

Jan 15

Feb 9

Feb 12

Feb 26

| | | | | | |
|--|---|--|--|--|---|
| 1:00 and 8:00 P.M. Eric Sevareid, Tom Semonite, John Gutfreund, <i>Television and the American Dream</i> | 12:00 noon College Center Lounge Eric Sevareid, Tom Semonite, John Gutfreund, <i>Television and the American Dream</i> | 1:00 and 8:00 P.M. Eric Sevareid, Tom Semonite, John Gutfreund, <i>Television and the American Dream</i> | 8:00 P.M. College Center Lounge Eric Sevareid, Tom Semonite, John Gutfreund, <i>Television and the American Dream</i> | 1:00 and 8:00 P.M. Eric Sevareid, Tom Semonite, John Gutfreund, <i>Television and the American Dream</i> | 8:00 P.M. Location to be announced Eric Sevareid, Tom Semonite, John Gutfreund, <i>Television and the American Dream</i> |
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Mar 12

Mar 16

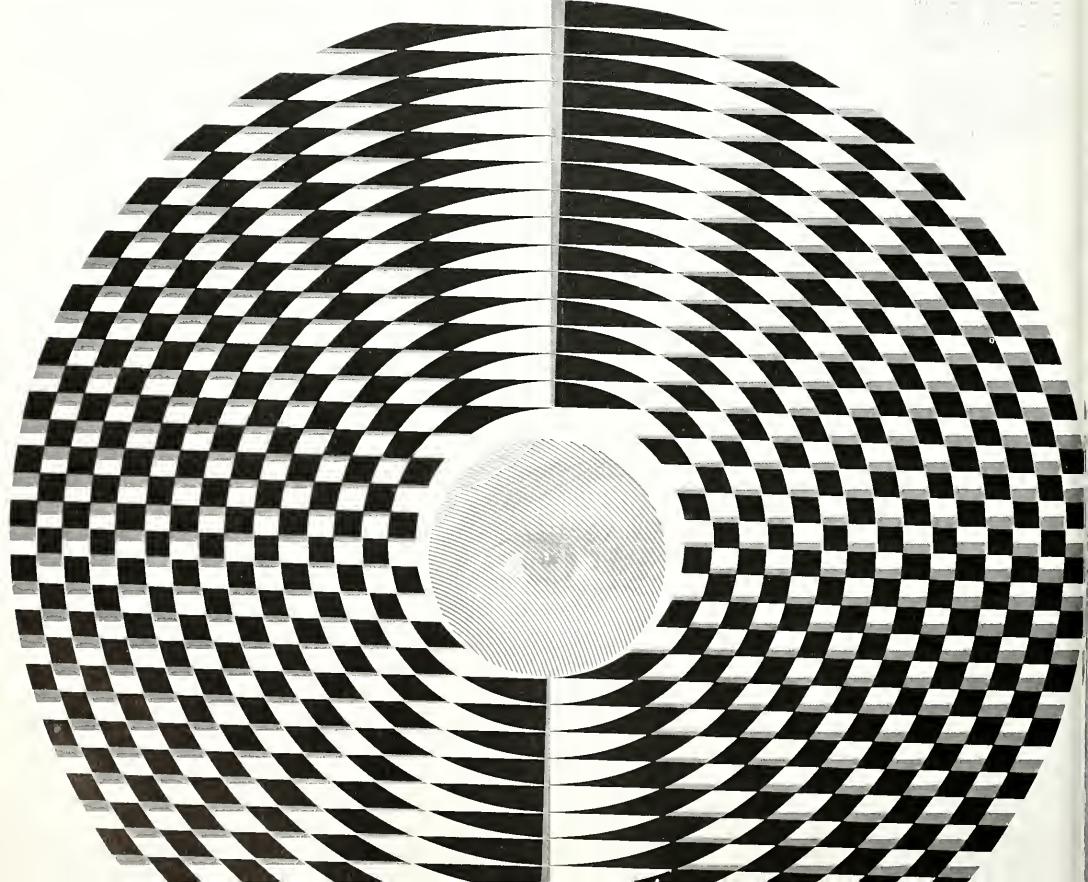
Mar 19

Apr 9

Apr 14

Apr 23

| | | | | | |
|--|---|---|---|--|--|
| 1:00 and 8:00 P.M. Eric Sevareid, Tom Semonite, John Gutfreund, <i>Television and the American Dream</i> | 8:00 P.M. Eric Sevareid, Tom Semonite, John Gutfreund, <i>Television and the American Dream</i> | 1:00 P.M. Eric Sevareid, Tom Semonite, John Gutfreund, <i>Television and the American Dream</i> | 1:00 P.M. Eric Sevareid, Tom Semonite, John Gutfreund, <i>Television and the American Dream</i> | 1:00 and 8:00 P.M. Eric Sevareid, Tom Semonite, John Gutfreund, <i>Television and the American Dream</i> | 1:00 and 8:00 P.M. Eric Sevareid, Tom Semonite, John Gutfreund, <i>Television and the American Dream</i> |
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THEATER OF THE ABSURD

by Eileen Oswald

"Hey Baby, are you going to come and groove to the Soul Machine?"

"Dear me, no Susan. I have not the slightest intention of attending that sort of festival!"

"But man, like why not? It's really gonna be a gas! Everyone'll be there."

"I do not intend to be seen at a—what do you say . . . er,—'Soul Picnic'. I have more important things on which to spend my time; books and Cultural material. I do not have time for silly things like the 'Soul Machine'—what ever that is. What is a soul machine anyway? I mean what does it do? Make soul?"

"No, man, you've got it all wrong, you aren't diggin' it at all. The "Soul Machine" ain't an it, it's a **Them!** It's a group, and they're gonna be playing at Harper on January 7, if it's culture you want, Boy, this is the place! It's right here, and just a small part of Harper's Cultural Arts Series!"

"Really? You don't say. Tell me about it."

"Well, it's like this man-like-it's in three parts—you dig? The first is the Lecture Series. Now man, like this includes guys like Julian Bond, Capt. Terence O'Neil, and Ralph Nader, along with Dr. Russell Kirk and Nickolas Lindsay. They all get up there and do their thing just the way it's happening.

"The second is the Film Series. These include 'Lord Jim', 'Alfie', 'Through a Glass Darkly', 'A Patch of Blue', 'Rashoman', 'Blow-up', 'Shoot the Piano Player', and 'The Bicycle Thief'.

"The third big one is the concert series—man, like they're for **everybody**. They range from Josh White Jr., to Chicago's Brass Quintet, with the Soul Machine (remember), Purdue's Collegiate Singers, and Francisco Espinosa - a Spanish guitar picker - thrown in for color.

"I mean, like man, if you don't groove with those, you're really out of it. They're all what's happening NOW! You dig?"

"Yes, I am . . . er, ah . . . 'getting with it', how did Harper happen to acquire these . . . ah . . . er . . . psycodelick . . . no . . . er . . . grove . . . groovy artists?"

"Well, like you see, there are six of the gang from Harper that grab 'em. The gang's got six students - you know like you and me, and six teacher types. They get together and plan for these happenings a whole year in advance, to make sure we have 'em. The only thing that keeps the happenings from hap-

penin' is the law. If you don't dig, man, ask that Groppi cat."

"Oh, how exciting, and how do I attain admittance to these events? And where should I go to be a part of them?"

"Well Baby, it's like this - all the programs will be thrown in the E 106 right here on campus, except for the real biggies which go on wherever there is enough floor space for all the groovers. And, you'll like this, students, faculty, and staff of Harper College are let in free like, and you need your I.D. card, of course. Getting in for the public is as little as: adults-\$1.00, students-.50, for the Film Series; the Lecture and Concert Series only \$1.50 and .75!"

"Gee, I must say, I do think I shall go to some of these Cultural events! But excuse me now, Susan, but I must dash off to my Quantum Mechanics class. We must talk again, soon. Good-bye."

"Right, Solid!"

One month elapses . . .

"Hello there, Susan? Remember our last long conversation? Well, I've been 'booking it' quite a bit this month, I am afraid that I have forgotten most of those interesting events that you informed me of. My studies now permit a margin of free time; what is occurring presently?"

"Oh that's really fine! No, it's not too late for you yet, you're all right! There are still such neaty-keen biggies left, such as: On April 9, (8 p.m.), we are all hangin' in for the poetry reading with Nicholas Lindsay.

Well, maybe this is too heavy for you, are you right for a brass quintet? On April 14, at 8 p.m. the Chicago Brass Quintet will be here. Their music'll include music of the 15th Century through the avante grade composers of today. This is followed on April 23 by the "Bicycle Thief", a film of a man and his son searching the streets of Rome for a bicycle which was taken from them. This one will be shown twice, once at 1 p.m. and at 8 p.m.

"See George, there are still three big parts of the Series left, so if it's culture you want, Baby, get on in there!"

"But, er, Sue . . . I don't have anyone to go with!"

"Well, don't worry about that, Baby, there'll be a lot of kids going. I'm sure you'll find someone who'll"

"No, I, un, just, un . . . "



Purdue Collegiate Singers



Julian Bond



Josh White Jr.

Ralph Nader



PABLO WHO?



There have been rumors that some Harper students are uncultured in the fine arts. The ignorance of one such dumb-dumb is evident in the following account of Harry Flunkowski's tour through the art wing of Building C.—

As I entered the Art wing all of my senses were immediately alerted to the atmosphere which surrounded me. The smell of turpentine, lacquer, and paint was strong and burnt my nostrils. After having taken three more steps, into the room, I found my feet emerged in a substance which remained on my shoes, for

my entire trip through "Never-Never" land. One wall of the studio was devoted to large glass windows. Rooftops, and cars being towed in the background added to the artistic atmosphere. I spied signs with words of wisdom, such as "Please flush all paint etc. from sink", on another wall adjacent the windows.

Once I was well within the confines of the room, my eyes focused upon a "glamorous" model. She moved her voluptuous body into a different pose and once again the art students tried to capture her femininity in lead sketchings. After the lapse of a few minutes the model once again changed her stance. Those students who had been slow with their sketching grunted and began to draw the newly positioned figure. In a matter of minutes the session in life drawing had come to an end and the model put a robe around her body. The students began to rise and started to "art" around, so I continued myself guided tour.

By walking around a partition I came upon a student engaged in drawing still life. Still life generally consists of sketching of dead tree bark and empty wine bottles. Scenes such as these are usually handled by



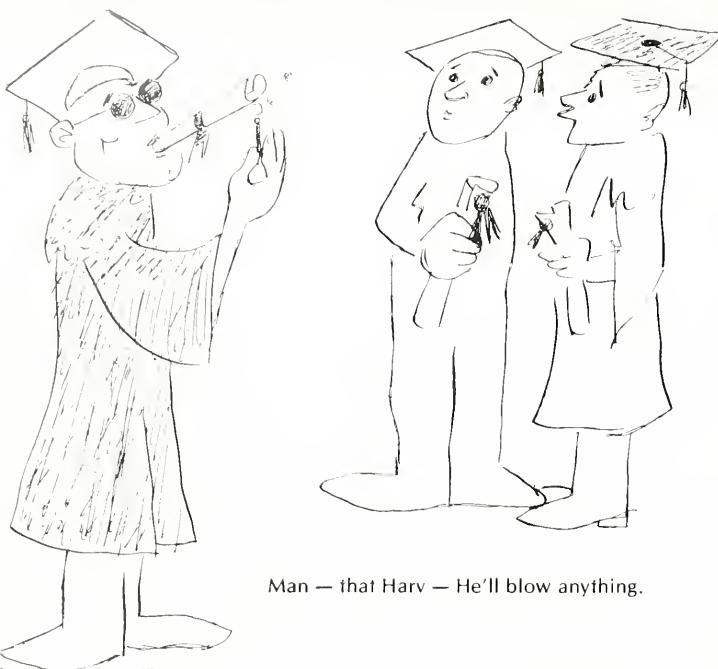
the Drawing I classes. These are students who are not quite ready for the real thing. It is not too often that you will find a piece of dead bark move, as do the models. When the tempermental "artist", noticed that I had been watching her, she began to work her nimble fingers vigorously. In a very short time monstorous wine bottles began to appear on her canvas.

As I walked through the final section of the art wing I entered into a room chuck-full of large canvases. These canvases, had to have represented the aspirations and attitudes of a certain "breed" of students. Words could not begin to describe how I felt when I got a good look at some of these works.

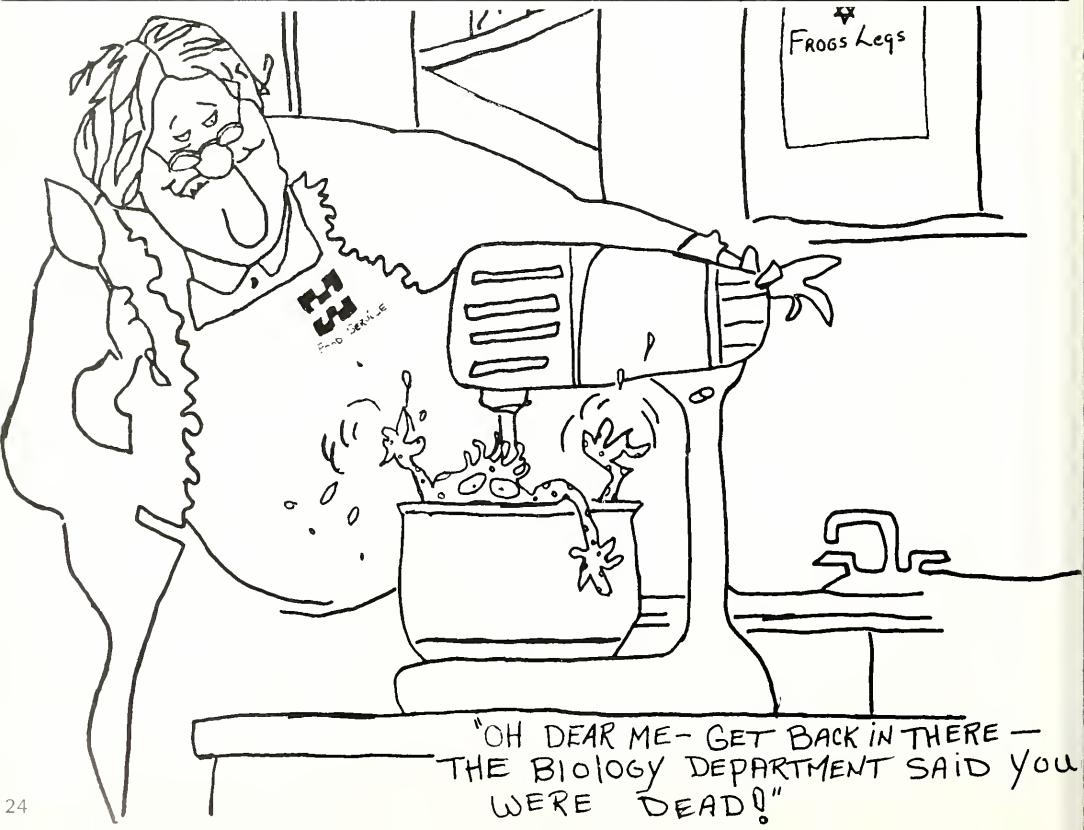
Staggering to the exit of the art wing, I was certain that my mind, soul and person had been improved in the area of the arts, because of my self guided excursion through this interesting wing of Harper College.

Because of my success, with my tour of the art wing, I plan in the near future to make an equally exciting tour of the MENS' johns.

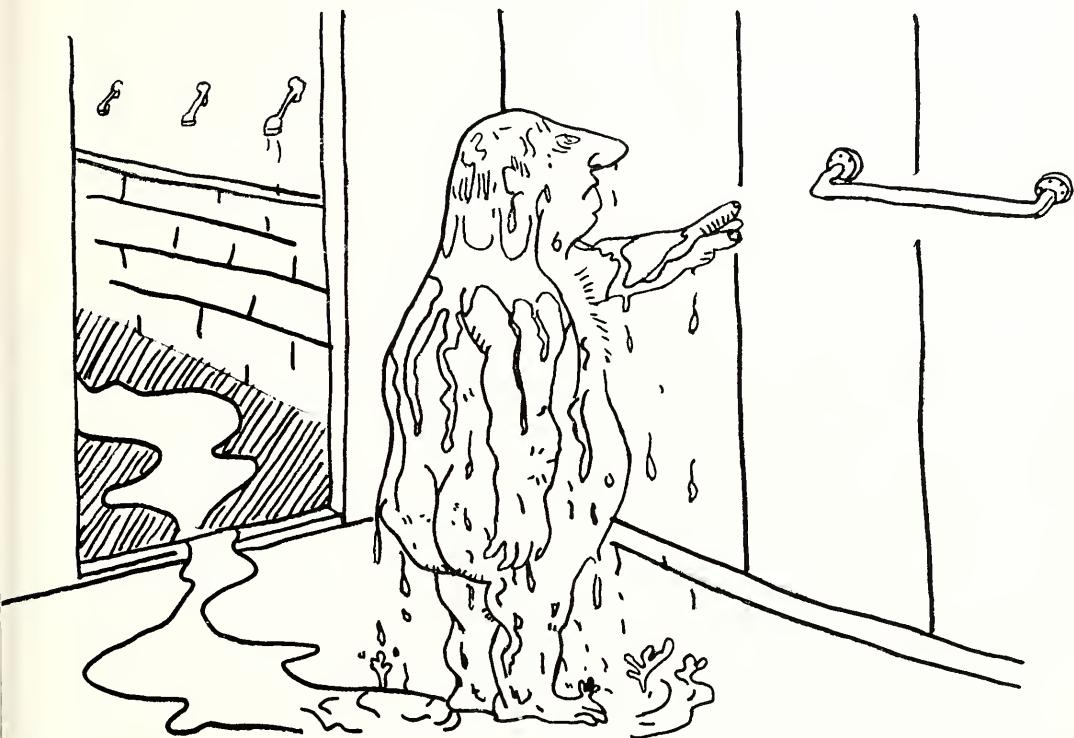




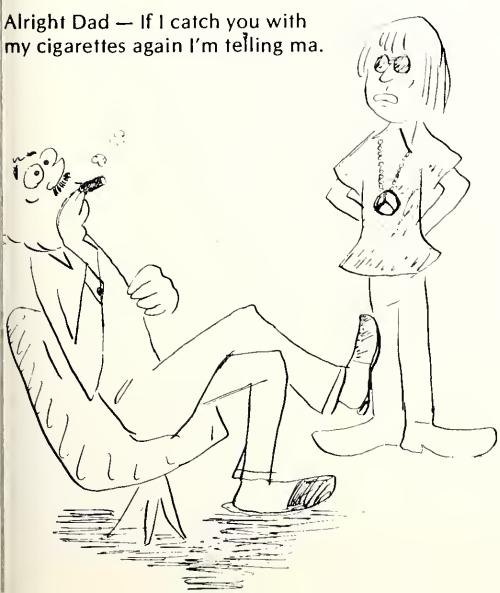
WIPE
THAT
SMILE!



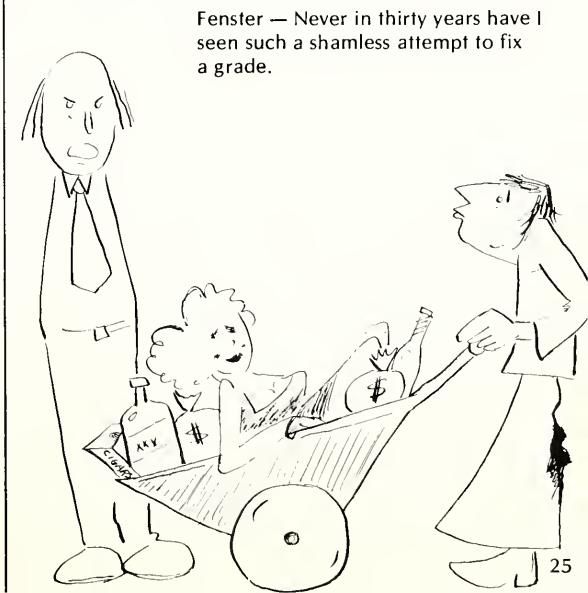
KNOW WE CAN'T AFFORD A GYM, BUT WHAT THE HELL,
ONE TOWEL CAN'T PUT US THAT MUCH OVER BUDGET!



Alright Dad — If I catch you with
my cigarettes again I'm telling ma.



Fenster — Never in thirty years have I
seen such a shameless attempt to fix
a grade.



Lynette's Look

**A
slow
start...**



The action on the court begins with thirteen men going out for warmups, a prelude to the action and suspense that will develop and grow after the first jump ball. Cheerleaders leading chants, an enthusiastic crowd, (minute, but nonetheless enthusiastic) and a pom-pom squad performing during half-time is only a fraction of the ball game. The most action is provided by those five men in maroon out there on the court.

With the coaching of John Gelch, the thirteen men on our team practice three to four times a week and often play two games a week. Prior to the beginning of the season it was not unusual for these men to practice five to six times a week. Since October fifteenth, these men have been working on rebounding, accuracy in shooting, the ability in shooting, and the feel of where the other four members of the team are at all times on the court.

One of the most difficult factors in basketball at Harper is that every year there are different men on the team; the number of returning players is always very small. Consequently, it may take the team until the middle of the season before they can really play as a team. I fear this may have been what happened this year. Though the team turned in a poor record, there was still an air of excitement at the games, for the men did not give up. Whichever team they played, they played to win. A special thanks should be extended to the men on our basketball team, for they have done wonders for advancing the school spirit at Harper. There was a time when the students did not even know that we had a team, or for that matter an athletic program. But the men on the team have added a spark not only to the sport when they are on the court, but also to the students on campus. Though the student following of sports, and of school functions, in general, is not very good as yet, it has more than doubled since last year. With the help of men such as those on our basketball team, it will continue to grow.



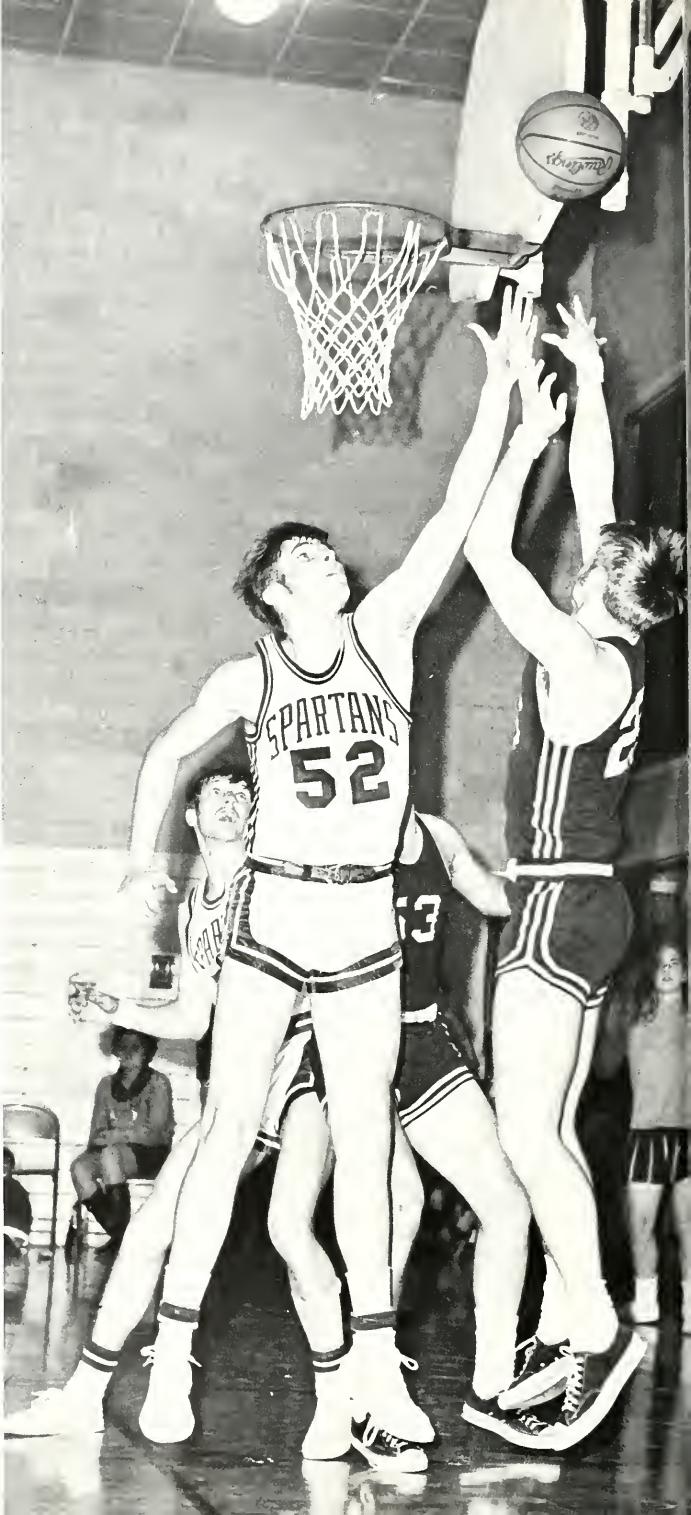
Yes, we did win a few-

BASKETBALL SCOREBOARD

HARPER OPPONENT

| 79 | Elgin | 87 |
|-----|------------------|-----|
| 60 | Amundsen | 84 |
| 71 | DuPage | 83 |
| 59 | Thornton | 84 |
| 56* | Triton | 51 |
| 74 | Wright | 80 |
| 76* | Lake County | 74 |
| 65 | Prairie State | 83 |
| 80 | McHenry | 83 |
| 72 | De Paul Freshmen | 85 |
| 65 | DuPage | 72 |
| 79* | Morton | 71 |
| 46 | I.S.U. Freshman | 88 |
| 68 | Kennedy-King | 57 |
| 72 | Triton | 78 |
| 79* | Morton | 59 |
| 74 | Amundsen | 79 |
| 74* | Kendall | 69 |
| 73 | Elgin | 93 |
| 63 | Malcolm X | 90 |
| 84* | Waubonsee | 83 |
| 86 | Lake County | 96 |
| 81* | McHenry | 75 |
| 88 | Joliet | 105 |
| 79 | Triton | 81 |

*Won



"Skyway"

Breakaway

September of 1970 will mark the beginning of the "Skyway" conference which Harper along with Triton, Lake County, Elgin, McHenry, and Waubonsee Colleges will participate in.

These six schools are now affiliated with the Northern Illinois Junior College League, and will complete this school year with this league. This Northern Illinois League consists of twenty-four member colleges and due to the disadvantages of a conference of this size, two conferences have been formed in place of the one this year.

One of the main reasons for breaking away from this league was the lack of communication between the member schools. It was difficult to keep track of what all the colleges were doing, and if they were abiding by the league rules which evidence has shown some were not. Also, with a league of this size it was impossible to play every college in each sport. Some of the colleges offered only one or two sports thus placing an emphasis on this sport, which naturally gave them an advantage over the colleges they competed with which did not emphasize any sport in particular.

The "Skyway" conference carries a different philosophy. It's members believe in a well rounded athletic program that allows and urges the students to participate in more than one sport.

When news of the "Skyway" conference first reached the ears of the other colleges in the league there were shouts of protest. Accusations of racism and segregation were made. Harper, among others, was accused of trying to segregate the suburban colleges from the Chicago colleges. However these accusations can be proven false.

First of all, of the twenty-four colleges in the old league, all those

within an eighty mile radius of the charter colleges were asked to join "Skyway". Secondly, out-of-conference scheduling is much easier. Each college will play the other colleges twice, and still have out-of-conference colleges to play. By playing out-of-conference colleges prior to the beginning of the conference season, our teams will be able to get much needed experience in their particular sport.

Because the six colleges concerned are close as compared to the schools in the old league, the athletic directors are hoping that natural rivalries will develop between the colleges. This sort of rivalry would give added enthusiasm to the athletes, and to the student bodies. Also, because the teams are within an eighty mile radius, travel time will be cut and due to geographical proximity, the conference will be aware of what is going on at all times. Thus rules can be better enforced at all colleges. The job of obtaining officials will also be made easier, for the officials will be willing to travel the shorter distances. The final advantage, and one which will probably interest the Harper Board of Trustees, is a cut in financial cost. This will be mainly due to the cut in travel time.

The constitution of the "Skyway" conference resembles the old league very much. Eligibility rules have remained the same, as have many of the rules concerning the individual sports. However there are some differences which warrant mentioning. The "Skyway" constitution calls for a minimum of six and no more than eight colleges in participating. These colleges must be within an eighty mile radius, and all colleges are committed to participating in at least six sports. The sports they must have are: cross-country, golf, basketball, wrestling, baseball, and tennis.

Those sports they have which are not on this list they schedule with colleges not in the conference. (Have hope, within the next two or three years "Skyway" hopes to add football to this list of required sports). It has been decided that recruiting is permissible within the college districts. However, outside of the various districts it is illegal, as is any type of financial assistance whether in-district or out.



Dr. James Harvey, president of Skyway

Dr. James Harvey, the president of the "Skyway" and Harper Vice-President of student affairs has great hopes for the success of "Skyway". He along with Mr. Gelch, Harper athletic director is worthy of a large round of applause. It is their hard work, and that of the equally involved men from the other five colleges which has made it possible to begin the "Skyway" conference in September of 1970. "Skyway" will help to provide the colleges with a more-than-adequate athletic program geared to the needs of the students.

Blood, Sweat, and Tears

Blood, sweat, and tears—this is what goes into Harper's wrestling team. They may be afflicted by anything from mat burns to broken arms, which is what Tom Wahlund received in one of the first meets.

If you ever saw these men work out before a meet, you would agree that they do sweat. They may run up to five miles before they even start to do calisthenics, or begin working on the mats. (Which, by the way is one of the ways they keep their weight down before a meet. The wrestler must not weigh even an eighth of a pound above his weight class an hour before the meet.)

Tears, perhaps not literally speaking, but if a wrestler loses a match he has no one to blame but himself, for wrestling is a personal sport. There is no one on that mat but the wrestler, his opponent, and the referee.

Harper's team this year is composed of ten men under the direction of Ron Bessemer. With Bessemer's coaching and the men's hard work the team has done exceptionally well at the meets, their losses due mainly to a lack of men to fill the weight categories. They work primarily on three points: endurance, speed, and strength.



However they all agree that a main part of wrestling is psychological. If a wrestler "psyches out" or gives up before the match is over he might as well forfeit, for he has lost.

I spoke with three of the men on our team, and I would like to tell you what I learned. To begin with, all three men, Mike Ferguson, Tom Nuesus, and Ray Vitha, agreed they were out for wrestling because they enjoyed the sport, and the competition. When asked if they had any special rituals they went through before a meet to ensure a win Mike and Ray both pointed to Tom. It seems that Tom follows Mike onto the mat, and if Mike has won Tom will wear his headgear, if he lost, Tom immediately uses Ray's. At this time Ray is still not assured of a win. He now proceeds to throw his warmup



Tom Nuesus, National Champion at 150 lbs., and Junior College All-American (in white).

jacket on the floor, and goes through a number of gyrations before he limply shakes his opponent's hand and begins to wrestle. However ridiculous this may sound, don't knock it, it works!

Blood, sweat, and tears, not to mention hard work all have a part in wrestling. From the looks of the team the hard work has paid off, and the rest is just a part of the sport.

WRESTLING SCOREBOARD

| HARPER | OPPONENT | | | | |
|--------|---------------------|----|--|----------------------|----|
| 13 | Triton | 29 | 12 | Blackhawk | 30 |
| 9 | Lake County | 29 | 21 | U. of Ill. (Chicago) | 18 |
| 45 | Amundsen | 5 | 9 | Triton | 29 |
| 40 | Kendall | 5 | 14 | Joliet | 21 |
| 31 | Prairie State | 13 | 30 | Wheaton | 5 |
| 73 | Danville | 30 | 14 | DuPage | 20 |
| | Meramac | 26 | 40 | Thornton | 0 |
| | Ill. State U. Frosh | 70 | 26 | Morton | 0 |
| 29 | Wright | 8 | 14th National Junior College Tournament | | |

Dispelling "The Myth"

In December we devoted a large portion of this magazine to what we termed The Great Harper College Myth, and attempted to point out the reality of Harper's leadership in the education field. To reinforce this position we sent Marty Lyons to find specific areas of this leadership. Her findings show that Harper is committed to constructive academic innovation.

What is academic innovation? According to John Thompson, division chairman of the Life and Health Sciences, it is a continuing process within the realm of education. Dr. Clarence Schauer, Vice-President of Academic Affairs, states that innovations is reaching for a goal which will make the student's learning experience the best possible, both in and out of the classroom.

In presenting the various innovations which were cited in my interviews, I will first deal with the individual divisions, Business, Math, Engineering and Technology, Social Sciences, Communications, and Humanities. Secondly, I will deal with such programs as Learning Resources and GT70 which affect all of the students.

Our electronic age has made most of the innovative ideas in Business a reality. The first innovation cited in this area is the use of pre-taped materials in Accounting classes. Individual Harper instructors have prepared and taped lectures to use with their courses. The value of this type of presentation is that certain instructors who are experts in one or

two areas of Accounting are able to teach those specialties not only to their classes but to other related classes. This tends to give the students the best possible explanation of all areas of Accounting.

The second innovation, Charles Falk, Business Division Chairman, pointed out is the use of multiple-track tapes for students taking dictation in Shorthand. Each track of the tape is a recording of the lesson at a different speed. Thus a beginning student can use a slower speed while a more advanced student is using a faster speed. Anyone who has taken shorthand can visualize the advantage of this. These multiple-track tapes may also be used in foreign language labs. In this instance, the student switches to the speed at which he is able to keep up, and answer questions. Eventually multiple-track tapes will be used for foreign languages as well as for Shorthand at Harper.

The third new idea is the flexible lab system which employs a full time lab technician, in order to provide more lab time for students who wish to use it. This also allows students to go to lab whenever they can if the scheduled lab conflicts with their other classes. This system makes scheduling easier for Business students.

The last program introduced in this area is not electronical, but is of great value. The Business division is offering a course in Supermarket Management for those students who are interested in managing super-

markets. With our increasing population we have had an increase in supermarkets, which has caused a severe shortage of "good" management people in this area. Thus, through this program, Harper hopes to help reduce that shortage and thereby serve the community.

Harold Cunningham is integrating Fortran computer programming into his Technical Math course. The purpose of this program is to familiarize students with the computer and to show them what it can do for them such as solving math problems. Eleven math instructors will be using Fortran in their courses. The success of this program depends upon the educating of the instructors in the use of Fortran and the obtaining of the computers for class use.

There are many different departments in the division of Engineering and Technology; Architecture, Numerical Control, Electronics, Mechanical Design, and Engineering will be dealt with in the following paragraphs. Because of their scientific nature, these are the most innovative departments in this division at the present time.

The student Architects at Harper are gaining practical experience by helping the teens of the Palatine Youth Organization design their own teen center. The students are working with the teens under the supervision of two architects on Harper's staff. This experience is invaluable to the students for many reasons, but the most important is that they will find

by Marty Lyons

out if they really like architectural work.

Through the use of computer design and similar tools the department is keeping up with the latest techniques in Architecture. This will help the students because they will be able to go right into a work situation with the knowledge of the most current ideas in the field.

There is little knowledge among future college students of Numerical Control, automated manufacture. In automated manufacture a punched tape is used to control a machine that makes a certain part. Throughout this process the parts are never touched by human hands. Since so little is known of the opportunities available in this field, Harper personnel are going out to the surrounding high schools to inform the students.

In Electronics there is an open lab system similar to that in Business. The main purpose for the system in Electronics is to provide extra practice time for students who wish to use the lab more than is required.

The almost impossible use of the large lecture hall for Mechanical Design has been achieved through increased use of audio-visual materials. By using the lecture hall more tools are available to more students than are available in small classes. Also, in this area televised instruction is made available in the learning resources building. Televised instruction is a product of our electronic age, but its affects cannot be evaluated until it has seen more widespread use among colleges.



a continuing process

One of the first audio-tutorial systems at Harper is the Engineering department. This system, which is being used in Engineering Mechanics, is a tape recording of the lectures given by an instructor. The students go to the learning resources building, sit in a study carol, and listen to the tape as many times as they want. Learning requires repetition; this system gives the students the repetition they need and the repetition that the instructor cannot give. Therefore, students who are having trouble with the subject may help themselves in this way.

The Social Science division is offering a unique set of one hour, one credit conference courses in U.S.



History, Sociology, and Psychology. These seminars enable an interested student to delve into his subject more thoroughly by engaging in independent study and research. These courses are unique; Harper is the only community college in Illinois that offers them.

In Psychology approximately fifty energetic students are gaining experience with children by going out into the community as teacher aides. Some of these students work at Countryside and Little City, schools for the handicapped; others work in regular schools. Another group of students is working in some of the area High Schools with young people who have the same problems as they, the Harper students, have faced. This is on a one-to-one basis and has shown that if a Harper student who is having trouble with grades, counsels a high school student with the same problem both students benefit from the experience.

During this semester some of the therapy methods used at Little City are being video-taped. These videotapes will then be used in Harper psychology classes to show students the procedures they have encountered only in their texts. Since it is most impractical to take these psychology classes to Little City for observation, because of class size, this use of video-tape will be of benefit to the students.

The Criminal Investigation course

is broken down into three, four week sections so that experts can be brought in to lecture on their particular area of expertise. As Larry King, Social Science Division Chairman said, "it would be impossible for one person to become an expert on every aspect of Criminal Investigation; this way students get the benefit of numerous specialists lecturing for them."

Robert Lakatos conducted a non-testing course in Psychology last semester and the students graded themselves at the end of the course. The emphasis in this course was on learning for the sake of learning, rather than learning for the sake of a grade. Lakatos said that about half of the students did the work and about half of them did not. This type of course is revolutionary in that it defies the standard reinforcement system we now have in education, working only for reward, a grade; and if we happen to learn something along the way that's fine but it doesn't have any bearing on the reward.

Various instructors in Social Science are spelling out the objectives of their courses at the beginning of the course so that the student knows what is expected of him.

These are titled Behavioral Objectives. A "pre-test" is given to the students at the beginning of the course to determine how much the student already knows about the subject; and a 'post-test' will be given

at the end of the course to determine how the course has affected the student. With this system the instructors can find out where they need improvement in their teaching methods if the students were not affected as the instructors thought they should have been.

Finally, this division is allowing the High School seniors from district 214 to take college level courses on our campus. The students gain three hours of college credit which they may transfer to any other school or use at Harper if they attend Harper. These seniors get a taste of college level courses and it is hoped that some of these students will attend Harper after graduating. The division does hope to expand this program in the near future to include other high school districts.

In the Life and Health Sciences Division there is a behavioral objective program also. In this area the student is given an outline of the information he must know and what he must do with that knowledge. A hypothetical example of a statement that might appear on the behavioral objective outline for a biology student is: "given a diagram of meiosis a student will be able to name the various stages and describe their importance." This program identifies teaching goals and outcomes, much like that in the Social Sciences, but here the instructors refer to a pamphlet which tells them how well the students learned the materials.

In the Communications division there are two innovations very worthy of mention here. The first of these is the Eight Pack Intensive Criticism (EPIC) program. The students taking part in this program are from regular 101 and 102 English classes. They sometimes meet in their sections of twenty-five, sometimes in large lectures with three sections, but most of the time they meet in groups of about eight with an instructor. The purpose of these groups is to criticize each other's themes. This gives each student more individual instruction than is often possible in a normal college classroom situation.

The second new idea is the Honors Tutorial System in which a number of students, chosen on the basis of their high school grades and achievement test scores, meet privately with instructors. They have no class *per se*, but do receive specific theme and library assignments from their instructors. Only certain students are chosen because of economic reasons. This is a very valuable experience, but to do it on a wider scale would require a great deal more funds than are presently available.

Humanities is the last individual division which has shown innovation. The first innovation is in Art Appreciation in which Jack Tippins is making slide and move equipment available to students who wish to make a visual presentation instead

of writing a paper. This has been made possible mainly because of an increased availability of audio-visual equipment, but is a logical idea for the simple reason that art can be shown better than it can be described. Also this gives the other students the benefit of their fellow student's creativity, whereas in a paper only the instructor benefits.

In Music an electronic piano studio makes pianos and individual instruction accessible to up to twenty-five students at a time. This is especially valuable since the mastery of any musical instrument depends upon the amount of practice the student engages in.

A Community college has a duty to reach out to the needs of its community. Harper is doing this through the Continuing Education program. A steering committee has been set up to survey the needs in the field of Business and Industry. Through this steering committee Harper has formed two Business Seminars. The first one, held in early February, was aimed at middle management. That one was in conjunction with coaching and development. The thesis was "How do you encourage your subordinates to become better?"

Harper is offering regular adult evening courses at Long Grove School in Buffalo Grove. The four courses offered are Introduction to Business Organization, Literature, Political Science, and Introduction to Psychology. The steering committee

Thinking=Innovation

found that there was a need for these courses in Buffalo Grove and recommended that they be offered. Harper is thus reaching out even beyond its 'own' community.

Dr. Omar Olson, Dean of Continuing Education, hopes to have Harper designated as a GED (General Education Development) Testing Center. This is a test that is given to adults who have not graduated from high school. If they pass the examination they are presented with a certificate of completion of high school. These adults will be directed to adult education courses near their homes if they wish to prepare before taking the test.

Harper is working with Northern Illinois University and four other community colleges (Triton, Elgin, McHenry, and Lake County) to set up a graduate course, the Essentials of School Law for the benefit of local instructors and administrators. The course will be taught at Harper and televised on the other four campuses for classes there.

A secretary refresher course was set up for secretaries returning to work after raising families. These women were taught how to use current office machines and they were able to increase their typing and shorthand speed through practice. The main innovation in this is teaching by "increased competence." I mean that the secretaries could start at their level of competence, increase it, and then repeat the course to increase their competence even more.

The Human Potential Seminar is not a sensitivity training group. It is a small group of students, guided by Sharon Zamkovitz, which evaluates each student's goals, strengths, and weaknesses. If you are taking

a foreign language, you may remember Dr. Yates speaking to your class about these seminars. Their main purpose is to provide an opportunity for a student to evaluate his goal in life.

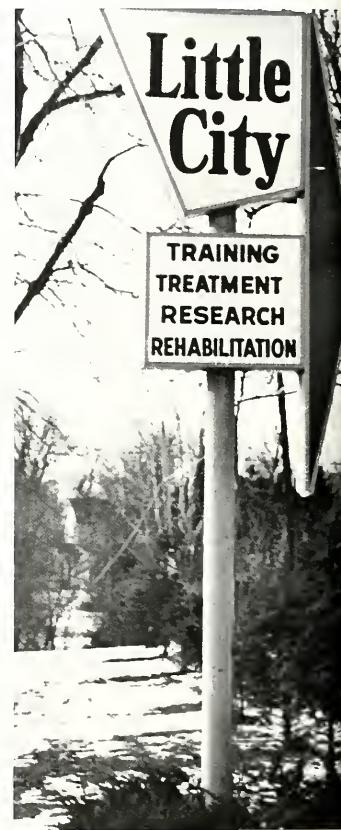
In the final section of this article I will deal with the programs which benefit most students. These include all of the Harper learning resources and the GT70 plan.

In the Learning Resources Center (Building F) all of the equipment may be used by the students. The most widely used resource is the Library. There is one unique thing about Harper's library as a college library: all of the materials the library has are listed in the card catalog no matter what form they are book, record, or microfilm. According to Dr. George Voegel, Dean of Learning Resources, most college libraries list only books in their card catalogs.

In addition to the library there are many audio-visual aids which any student may use upon request. The center has facilities for videotaping and soon will have all the area television channels available in every classroom.

Group Ten Colleges for the 70's (GT70) is based on the motto "Caring and Sharing." This means caring about quality instruction and sharing ideas. As the title implies this is a group of ten colleges. The headquarters are in Miami, Florida and the other nine colleges are in various states across the country. The group holds innovation institutes where individual instructors, who are deemed innovative and creative, present their ideas.

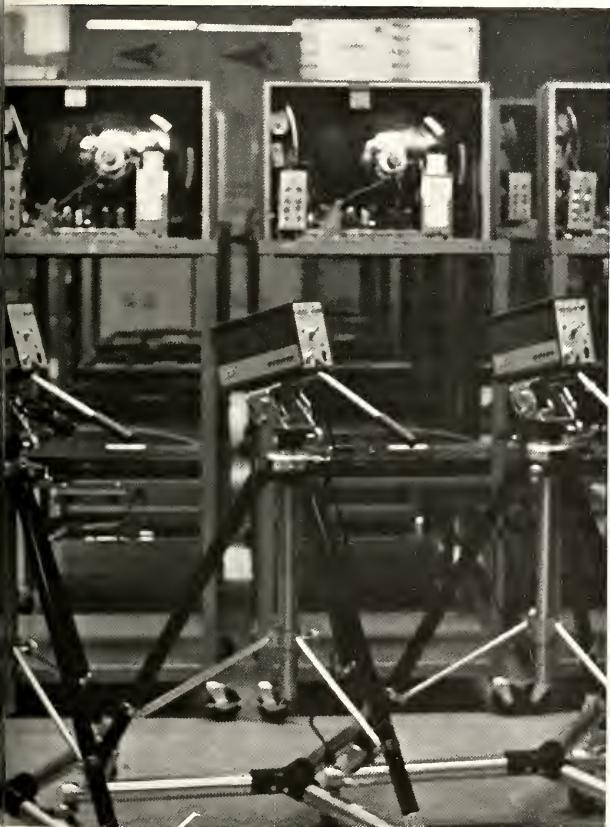
In that "What's New" series innovative instructors such as Harper's Rose Trunk present their ideas on



video-tape. These tapes are sent to Miami where they are screened. The best tapes (ideas) are then sent to other GT70 colleges to perhaps help them by solving a particular problem they have.

Also the various GT70 colleges tape the guest speakers who visit their campuses. For instance, on December 8, Captain Terrance O'Neill spoke at Harper. His speech was taped and is now available to not only Harper students but to all stu-

=Learning



dents on other GT70 member campuses. A bibliography of the available tapes is published frequently and sent to all member schools.

The main purpose of the Group Ten colleges is to help member colleges and other community colleges solve the problems that all developing community colleges face. By solving these problems for other colleges and sharing ideas with them, there can be more innovations on all campuses. The rea-

son for this increased innovation is simple; if less time is spent worrying about how to solve problems, then more time can be spent in thinking out and planning constructive innovations.

Harper is living proof of how successful this Group Ten plan is already. GT70 will continue to be successful as it grows and need for successful community colleges become greater.

Innovation is happening on our

campus. During my interviews I came into contact with some very creative minds among instructors and administrators. Perhaps not all of the programs contained in this article are unique and different, but they show us that the people who are educating us are thinking. Thinking leads to innovation: innovation leads to learning.





The Establishment's Establishment

Well students, since the last issue you've had us fooled. Where exactly do you spend your free time? It is evident from last semester that everyone wan't hitting the books, or the academic probation list wouldn't be so long. However, be that as it may, you have succeeded in hiding from us for the last four months. Although looking for Harper students was a great waste of time, information gained in the search was quite interesting.

A number of entertainment and eating establishments seem to be dying out due to a general lack of customers. Throwing out the "welcome" mat to Harper students would be of great help to such places, but it looks as though they want no part of it. What it actually boils down to is that the students money is welcome, but the students themselves are not. Although such a statement is rather crude and general, it is, nevertheless, true.

We can assume that students from this college are welcome at any local establishment serving the community, as individuals. However, as of this edition, no attempt has been made to secure patronage from Harper students, as Harper students! This is easily supported by the HARBINDER, whose lack

of advertising from these night clubs, pubs, etc., reveals a general lack of interest in the college and a disregard of the purchasing power of its students.

Perhaps there is a general fear that all Harper students can add to an establishment is trouble. If a group of Harper students does cause trouble in an establishment, a general reference is usually made to the poor conduct of all Harper students. Any Harper student can find himself vulnerable to every generalized statement made about this college. Placed in the position of being representative of a student body numbering over five thousand, everytime a student lends himself to poor conduct the rest of the college pays. However, to assume that all Harper students are immature due to the actions of a few is unjust, and holds little weight against the advantages of student patronage of an establishment.

Another fear demonstrated by owners of establishments is that, if he has a liquor license, somehow Harper students will be responsible for his losing it. However, through the years establishments have survived the "over-under-twenty-one" problem with little or no difficulty. One such establishment

by
R. E. Yadon

is the "Beef-n-Barrel", located no more than one-half mile from this campus. Unfortunately this publication has failed in its attempt to generate support through advertising in time for this issue. We sincerely hope that it is not a lack of visual perception and an attempt to disregard the responsibility "Beef-n-Barrel" has, not only to this college, but to the community.

Actually what it boils down to is that Harper students need an establishment that is ready to recognize this institution as having a secure place in the community, and "Beef-n-Barrel" seems the likely choice. Let's hope they publicly open their doors to our campus and announce their approval of our patronage. At any rate, we intend to keep students informed of all establishments that either pull themselves out of the so-called silent majority, or bury their heads back in their moneybags.



There were also establishments visited that could care less if Harper students used the facilities. Of course from the looks of these places, only rats would go there - to commit suicide. As a public service this magazine cautions students against these places, for we found there to be no antidote for many meals served under the heading, "Special". Also, we are proud to report that a lack of students in these "Ptomaine Palaces" supports our theory that social diseases are heading for a new, all time, low.

In general, one thing most owners fail to realize is the wide age bracket present at Harper. Due to the vast number of men returning from the service, and students attending Harper right after high school, many ties are formed between that mystical "over-under twenty-one" division of maturity. These ties are dominant on campus where people accept other people for what they are, not how old they are. These ties continue off campus and in a great way, help regulate where all students seek entertainment.

If a majority of the establishments seek only part of the Harper patronage, they're in for a rough time. Due to the fact that many Harper students fail to fit the social and legal standards limiting the patronage to over twenty-one years of age, a good number of students in that age bracket will be excluded.

At the present time, students would prefer to attend private parties, no matter how boring, rather than split the group up because some members are under twenty-one. Although there is no entertainment at these parties, it doesn't matter as long as the whole group is together. Another point is that at these parties those under twenty-one can usually drink without much of a hassel. In this way the





group can stay together and interact as a group rather than conforming to the legal and mystical "over-under twenty-one" division of maturity. The advantages an establishment could provide are unlimited.

It is unfortunate that more establishments have not realized that in order to serve the public, you have to do just that, serve the public. Interacting groups will not be affected by policy, therefore if one wishes to serve a group (such as Harper's 5,000 students), then one must be realistic about exactly what procedure to follow.

Should any establishment openly state that Harper students are welcome, there is no guarantee for a quick success. Harper students know when and where they are wanted and where they won't receive a hassle. A suggested way of approaching the problem is to offer a "Harper Night". Students with proper I.D.'s can be entitled to a discount that night. There are unlimited ways of approaching the problem, and no matter how the establishment does approach it, the reward will be the undying patronage of Harper students.

Harper's Student Achievement

Pat Avigliano



In the last issue of HALCYON, "spotlight" directed attention to the Student Achievement Recognition Program. This program singles out one man and one woman from each two year college in Illinois. Selection of these two students is based on quality of leadership, and outstanding achievement toward their particular goals.

HALCYON would like to extend belated congratulations to Harper's two outstanding students, Patricia Avigliano and Jerry Jenkins.

Pat Avigliano, at present, is majoring in dental hygiene. She has plans of acquiring her B.A. degree and eventually teaching in the field of dental hygiene. Pat was a full time dental assistant through the summer and her freshman year of college. Her extracurricular college activities include: Chairman of the Dental Hygiene Fund Raising Drive, Chairman of the Frosh-Soph Donner-Dental Hygiene Dept., Chairman of the Entertainment Committee for J.A.D.H.A. for Chicago Dental Society, Chairman for Table-Clinic from Harper College to the Mid-Winter Meet-Chicago Dental Society. Pat was also a member of a discussion workshop representing Harper College Dental Hygiene Dept. The American Dental Hygienist Association awarded Pat a scholarship for her sophomore year in hygiene study. Pat was sponsored by Frank A. Vandever D.D.S., head of Harper Dental Hygiene Dept.

Recognition Award Winners

Jerry Jenkins

Jerry Jenkins has plans for a career in communications. During the summer he worked as an assistant sports editor for Day Publications and is presently sports editor for the DesPlaines-Suburban Times. Jerry was involved in the college newscast "This is Harper College on the Air". The program involved news gathering and the application of professional standards. He served as executive producer and newscaster. While in high school he was sports editor of the school paper and news editor of W.M.B.I. radio. He was elected freshmen class president during his year at Moody Bible Institute. Presently, Jerry is enrolled in the journalism at Harper.

These Harper winners receive one hundred dollars each. They then entered the district competition which was held this month. The winners from the ten districts received two hundred and fifty dollars each and will be honored at a junior college luncheon in April where the top two students in Illinois will be selected. The two state winners will each receive one thousand dollars.

Pat Avigliano and Jerry Jenkins have proven themselves to be outstanding students in Harper's eyes. As of this writing Pat and Jerry have had district competition and hopefully the state finals are awaiting them; so give them your support, applause and congratulations--HALCYON does.



Kent's Clubs

In an attempt to defray the rumors that Harper students are an apathetic lot, HALCYON commissioned one of its researchers, Kent Anderson, to investigate the activities that are open to Harper students in special interest areas. Although he takes a sardonic look at these organizations, we wish to stress that these clubs are active, and do provide constructive paths to specialized service, involvement, and learning.

Spread Eagles

In the late 1800's Joe Boharsheski invented a sport where the players raced to the bottom of a snowy slope riding wooden chairs fastened to a moving rope. Upon reaching the bottom of the hill, the players fastened wooden "Boharsheskies" to their boots and then, being pushed by "Poles", ascended the slope. Needless to say, the sport was never popular outside of Poland and although some of the terminology has been retained for a similar sport, called skiing, its Polish heritage has been forgotten (or perhaps buried in the snow). Anyway, Harper has a ski club-The Spread Eagle Ski Club. According to President, Jerry Smith, the club has eighty seven members, of which exactly 50% are girls and 50% are boys, which leads us to believe there must have been an accident on the slopes. If you know how to ski, you may be interested in the club's sunday excursions to Wilmot, that is, if you've never skied any place else. Skiing at Wilmot is like riding a tricycle in your own driveway. As the five-year-olds say, "It's a bummer!" But the Ski Club has gone to other places like Lutsen, Minnesota, and is planning other worthwhile trips for the future. Notice this article does not mention ski parties or drinking. HALCYON doesn't print SMUT!



Standing: Jerry Smith, President. Seated L to R: Greg Janko, Vice President; Brenda Folkes, Treasurer; Phil Brennan.

Flying Club



Jim Schneider, President.

Wilbur Wright would have been proud to be a member of Harper's Flying Club, not only proud, but financially better off. Flying Club members are able to purchase aviation equipment at half price. (Two Kitty Hawks for the price of one!) Also, Flying Club would have instructed Wilbur, and even Orville (if he attended the meetings), on how to fly so that he could obtain his pilots' license. Also, the Wrights would have gone along with the flying club to watch aerobatics or even go with them on their flights over Chicago. But alas, the Wright Brothers are dead, which means they won't be able to take Harper's Aviation ground school course, for only \$24, a course which might normally cost from \$60 to \$150.

Electronics Club

If you're a ham but not an actor, you can join Electronics Club (batteries not included). But you have to be the type of ham that is working for his amateur radio license since that's one of the activities of the club. But since you've already missed about fifteen meetings, all that is left for you to participate in is setting up of equipment to receive signals from *Essa 2*, the weather satellite. That way you can know in which parking lots it's raining or snowing. But, if still not interested, you may enjoy attending the club's weekly seminars with local businessmen and scientists. The club is basically an extension of the members classes, because they "receive enormous assistance" from their instructors—but who wants to extend class?



L to R: Mike Hansen, Harold Neumann.

Folk Music Club

If you play the guitar or sing, and like to show off, you can join the ten members of the Folk Music Club. They meet once a week and talk about how great they were in the last coffee house, and plan further greatness for the next. The club also sponsors folk festivals which are free, as opposed to the Thursday night coffee house which costs twenty-five cents a head for those heads which have a quarter. This money is being used to pay off the "Instructional Service" for a microphone case which they lost. What money is left will be used to sponsor a Easter party on March 28 in the cafeteria, but that will also cost twenty-five cents a head, but others are invited also. In fact, Dave Gregg, the President of Folk Music Clubs, says that anyone interested in Folk Music is welcome to join the club, whether this allows free admission to the Cafeteria Coffee House he did not say. So bring your quarter anyway.



L to R: Greg Leydig, unidentified young lady, Gary White, President.

Harper Players



L to R: Tim Burke, Dave Gregg.

If you're weird and don't like Folk Music but do like to show off, you can join Harper Players. A pseudo acting -directing club membered by thirty pseudos. The Players put on occasional one-act plays and plan a big three act play for the Spring. Admission to these plays is free as is club membership. Additional members are needed, and President Gary White says that anyone may try out for a part or directorship, and, upon rejection, can help with the technical aspects of the production. Gary emphasized that these are totally student run productions and, although faculty members are invited to join, they won't get a big part, a walk-on maybe. This policy might be due to the fact that The Players have been having quite a hassel in procuring adequate facilities for rehearsal and productions. If the administration does give them their theatre, maybe the faculty members will get a one liner. There might be something to their plays, because they had two hundred people attend their first production—or it might be due to the free admission.

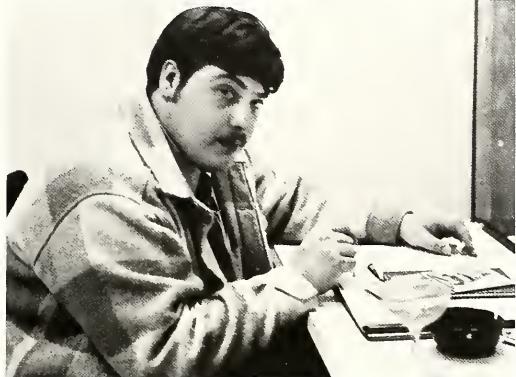
Fashion Design Club

"I made myself a hat out of paper in third grade and I've been making all my clothes ever since." This might be a quote from a member of the Harper's Bizzare, but it isn't. As you might have guessed, Harper's Bizzare is a fashion design club made up of twenty-seven girls who get together once a week just to talk about clothes, or rather "to supplement what they learn in class." To further their learning experience the club has had guest speakers, a luncheon, and a party. The club is planning a trip to New York for this August, during which they plan to visit design studios, etc. The club is also planning to put on a fashion show in late May, which will be held in the student lounge. The girls will be modeling their own creations. And since some of the girls are cute, and admission will be free, this show sounds promising.



To R: Colleen McConville, Vice President; Anne Guaruccio, Treasurer; Nancy Jassen, President.

Human Rights Club

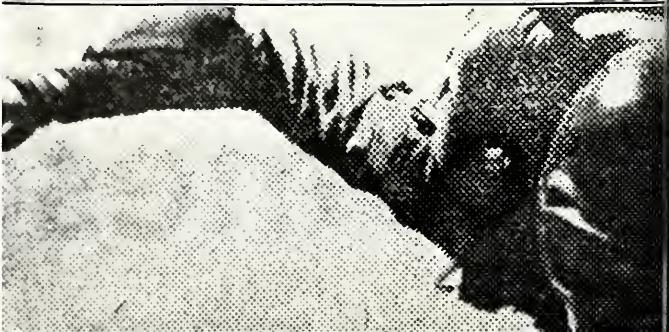


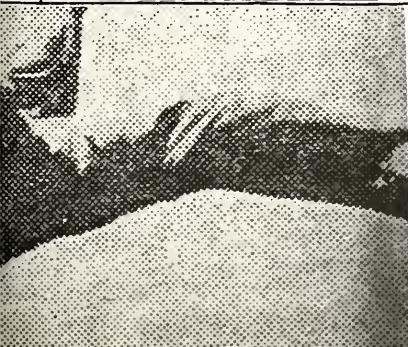
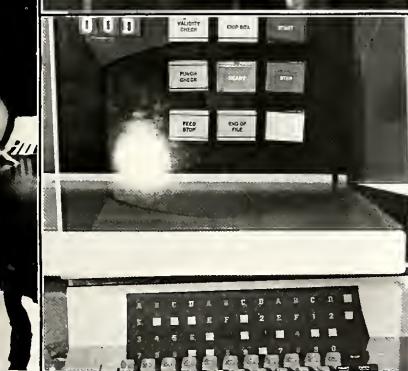
Ray Sklencar, President.

The Human Rights Club is (self-proclaimed) the most active club on campus. According to Ray Sklencar, the president of the club, its purpose is to "Convey the idea of equality through justice, and develop freedom of thought." Ambiguous isn't it? Well, its activities are not. The Human Rights Club, working in conjunction with the National Moratorium Committee in Washington, D.C., sponsored the October 15th moratorium at Harper including six lecturers (representing "every possible side"), a film series, and panel discussions. Other communist inspired activities of this club included a series of discussion meetings with the six major candidates for the 13th Congressional District Seat. At present, the organization is working with the N.W. Opportunity Center, and is planning a week long anti-pollution drive. Although the members of the Human Rights Club must realize that their activities undermine the establishment, all of their activities have received unanimous approval. This is due, in part, to the fact that the club has no members, and only two officers, which we hope will make investigation easy (even though the club has no meetings). Sklencar says he is not planning a membership drive. We hope that this reflects a realization on his part, of the attitude of Harper Students towards this Communist front.

No, a Halcyon Isn't...

an exotic new martini, a special wrestling hold, or a certain skydiver's angle. It isn't the obnoxious computer in "2001", it's not a new style of facial attire, nor the down under name for the latest hallucinatory puff, and it is not the new cabbage cigarette, but it is . . .





(hal'si-en), n. 1. in ancient legend, a bird, believed to have been the kingfisher, which was supposed to have a peaceful, calming influence on the sea at the time of the winter solstice. 2. in zoology, any of a group of Australasian kingfishers. adj. 1. of the kingfisher. 2. tranquil; happy; unruffled; usually in halcyon days.

